

The Road To World Class Education



2001 Annual Performance Report

Dr. Suellen Reed
Superintendent of Public Instruction
Indiana Department of Education

The Road To World Class Education

2001 Annual Performance Report

A Statistical Report on the Progress of Public Education Reform in Indiana

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May 2002



Dear Fellow Hoosier:

The Indiana Department of Education is proud to provide you with your copy of *The Road To World Class Education 2001 Annual Performance Report*. As you view *The Road To World Class Education*, you will remember what a long road we have traveled and note what tremendous progress we have attained in Indiana's K - 12 education system over the past 15 years.

In large part, *The Road To World Class Education 2001 Annual Performance Report* depicts the hard work and efforts of people like yourself: Hoosiers dedicated to developing and implementing a world-class education system for all of Indiana's students. Thank you for your partnership and hard work throughout the years.

We know the trip is not over. As we face the challenges that lie ahead, I expect that reviewing your copy of *The Road To World Class Education* will help you refocus your energies and give you renewed enthusiasm for the work you do on behalf of Indiana's students each and every day.

Sincerely,

A handwritten signature in dark ink that reads "Dr. Suellen Reed". The script is fluid and cursive.

Dr. Suellen Reed
Superintendent of
Public Instruction

HISTORICAL PERSPECTIVE

New challenges and new opportunities face us as policymakers, educators, parents, students, and community members across this nation. In Indiana, we stand uniquely poised to take advantage of these challenges and opportunities and leverage our recent achievements and growth to even higher levels.

We have:

- ✓ Adopted and disseminated academic standards in English/ language arts, mathematics, science, and social studies that are among the best in the nation.
- ✓ Established and improved upon our large-scale assessment program, Indiana Statewide Testing for Educational Progress-Plus (ISTEP+).
- ✓ Initiated Student Test Numbers (STN) so that schools can better identify student progress from year to year and assess programs' effectiveness more accurately.
- ✓ Received millions in federal grant money that will help our schools through the application of the Reading Excellence Act, the Wallace Funds' Leaders Count, IDEA Projects, School Technology Projects, School Renovation Projects, and Teacher Shortages.
- ✓ Scored 30 points higher on the SAT college entrance exam than ten years ago.
- ✓ Scored second highest in the country on the National Assessment for Education Progress (NAEP) at Grade 4 in mathematics and fourth highest on Grade 8 mathematics.
- ✓ Scored significantly higher than the international average and the United States average for math and science on the Third International Mathematics and Science Study (TIMSS), and third among other states participating.

The Road To World Class Education 2001 Annual Performance Report depicts Indiana's journey since the enactment of the A+ Program in 1987. It documents the addition of new and innovative programs and opportunities designed to maximize the academic achievement of every Indiana student. We expect that you will find the information in this report helpful and informative.

The report is available at the Department of Education's Web site at < www.doe.state.in.us/special/road > or by calling 317-232-6611.



MISSION STATEMENT


The mission of the Indiana Department of Education is to serve the citizens of this state by fulfilling its statutory responsibilities, implementing the policies of the Indiana State Board of Education, and supporting the priorities of the State Superintendent. The Department will focus its resources to promote higher standards and greater levels of achievement for all students.



*Indiana Department of Education's
Executive Management Council*

(Front to back) Right side: Dr. Suellen Reed, Risa Regnier, Yvette Hauser, Mary Tiede Wilhelmus, Bob Marra, Kevin McDowell, Terry Spradlin
Left side: Linda Miller, Dr. Steve Grimes, Wes Bruce, Phyllis Usher, Jeff Zaring, Dr. William Riley

*. . . promote
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STATE EDUCATION AIMS AND GOALS— WHO, WHAT, WHEN, and WHY?

Education's Continuous Improvement Journey

*Indiana was
selected
as one of
six
pilot states
to
participate
in the
Baldrige
in
Education
Initiative
(BiE IN)*

In September 2000, Dr. Suellen Reed, Superintendent of Public Instruction, wrote a widely disseminated article entitled, “Who is This Baldrige Guy, and Why Do I Care?” That article recounted the beginnings of Indiana’s efforts to promote the Baldrige Education Criteria for Performance Excellence as a vehicle for school accountability and continuous improvement in Indiana.

One reason state and local educators *do* care to learn about “Baldrige” is that lawmakers made pursuit of the Baldrige Education Criteria one means for schools to meet the requirements of Public Law 221-1999 (P.L. 221), our state’s school accountability legislation. That law also addressed quality and continuous improvement training for Department of Education staff members using the Baldrige framework. So, just what is “Baldrige?”

The Malcolm Baldrige National Quality Award is a highly prestigious award given to organizations that have proven to be very high performing, and that are dedicated to the pursuit of quality, customer service, and continuous improvement at every level. Named after the deceased Secretary of Commerce under President Ronald Reagan, the award was authorized by Congress for business and industry beginning in 1988 and is based upon rigorous quality criteria and core values.

An award winning organization must be engaged in systemic continuous improvement at every level, have processes in place to meet the quality criteria, and have an institutional culture where core values are imbedded throughout. The award process is administered by the National Institute of Standards and Technology, U.S. Department of Commerce, which, in the late 1990s, adapted the non-prescriptive criteria to the field of education to recognize education institutions that have pursued quality and improved student achievement in a systemic, structured way using the Baldrige Quality Criteria as a framework. Since 1999, education has been an eligible category for the Baldrige National Quality Award; however, there were no winners under the Education Criteria until 2001.

The Baldrige Education Criteria focus on seven categories of organizational structure: Leadership; Strategic Planning; Student, Stakeholder, and Market Focus; Information and Analysis; Faculty and Staff Focus; Educational and Support Process Management; and, Performance Results. The core values—eleven of them—represent best practices present in the cultures of high

performing, world class organizations. The award application process involves a detailed, comprehensive self-assessment focused on how well the organization meets the criteria, “lives” the core values, and engages in systemic continuous improvement strategies at all levels in each of the categories.

Indiana was selected in October 1999 as one of six pilot states to participate in the Baldrige in Education Initiative (BiE IN), a two-year grant program sponsored by the National Alliance of Business, the American Productivity and Quality Center, and 24 national business and education partner organizations. The purpose is to promote, support, and accelerate Baldrige-based systemic continuous improvement at all levels of the education system, and to foster collaborative partnerships between education, communities, and business.

Indiana’s grant application was submitted on authority from the Governor and Superintendent of Public Instruction on behalf of the Education Roundtable. Under the grant, a state leadership team was formed including the Indiana Department of Education, state and local educators, state and local business leaders, and representatives from professional education organizations, education service centers, not-for-profit foundations, higher education, the Indiana General Assembly, the Education Roundtable, the Governor’s office, and the Indiana State Board of Education (State Board).


In March 2000, the BiE IN State Leadership Team, the Education Roundtable, and the State Board began to develop a shared vision of Indiana’s education system, expressed as state aims for education. In July 2000, the Education Roundtable recommended to the State Board five aims for education. The purpose of the proposed aims is to establish state priorities with which all levels of Indiana’s education system—state, district, building, classroom, and student—and other education organizations in Indiana, can align their goals, strategies, technical/professional support, data collection and analysis, and other resources.



Alignment is a key concept of the Baldrige framework, and one which helps systems optimize their resources and maximize their results. In simple terms, if we are all working together to reach the same destination, we have a better chance of arriving there.

During Fall 2000, the State Board hosted a series of meetings around the state during which it received stakeholder

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and
accountability . . .*

input on the state education aims proposed by the Education Roundtable. In April 2001, the State Board formally adopted five state aims for public education in Indiana. These aims are:

- ✓ **Safe and Caring Schools**
- ✓ **High Standards, Assessments, and Accountability**
- ✓ **High Performing System Preparing High Performing, Responsible, and Responsive Citizens**
- ✓ **High Student Achievement**
- ✓ **Effective Use of Resources**

The State Board currently is developing state-level goals and measures supporting and aligning with the state aims for education. The Indiana Department of Education has started its continuous improvement journey by establishing department-level aims, goals, measures, and strategies aligned with the state education aims, and implementing new processes designed to increase stakeholder focus. Although use of the Baldrige framework for school improvement and accountability is not yet widespread, several local school districts are leading by example and are successfully implementing Baldrige-based continuous improvement models to meet state accreditation and accountability requirements. As part of that deployment, leaders at every level of the local systems—district, building, classroom, and student—have involved their stakeholders in an aligned strategic planning process.

In many ways, Indiana is already well on the way to improving student achievement and accountability and has made strides in other areas that are of concern to all of us, like school safety, high academic standards, character education, and effective and efficient use of resources. School districts have various models to choose for strategic planning and school improvement in addition to the Baldrige Quality Criteria, and each district is using its chosen process to improve education for its students, to address its unique community interests, and to help the state achieve its vision of education for all Hoosier students—as evidenced by the results included in this 2001 Annual Report. However, the results in this report only reflect a snapshot in time of where we are today. As we work together to continuously improve our education system in the coming years to meet both our state aims and goals and those recently passed in Congress, the *No Child Left Behind Act*, we will be generating an even better snapshot for tomorrow.

STUDENT AND SCHOOL CHARACTERISTICS AND CLIMATE

Indiana schools are composed of a highly diverse student population. Each year, more than 1 million students from varying economic and cultural backgrounds, and with a wide range of academic and social skills, attend school in Indiana. In 2001, 1,959 public schools representing 294 school corporations accepted the responsibility of educating Indiana's students. Over 60,000 school teachers, with support from administrators, professional staffs, and volunteers, served as role models, mentors, and inspiration for Indiana's students.

Our schools continue to mirror the changing ethnic climate in Indiana. Last year, 11.5 percent of Indiana's students described themselves as African-American, 3.46 percent as Hispanic, and 1.52 percent as Multiracial. Eighty-two percent of Indiana students are described as white.

Indiana's schools are composed of students and faculty from around the world, with 212 non-English native languages spoken in classrooms across the state. Of the 35,741 language minority students, 48.11 percent are considered limited English proficient students.

The percent of students eligible for free and reduced-price lunch under the National School Lunch Program rose from 27.9 percent in 1999-00, to 29.1 percent in 2000-01. This indicator provides a closer look at the economic background of a student or geographic area. For further information please go to: < <http://www.doe.state.in.us/food/lunch00-01/welcome.html> >.

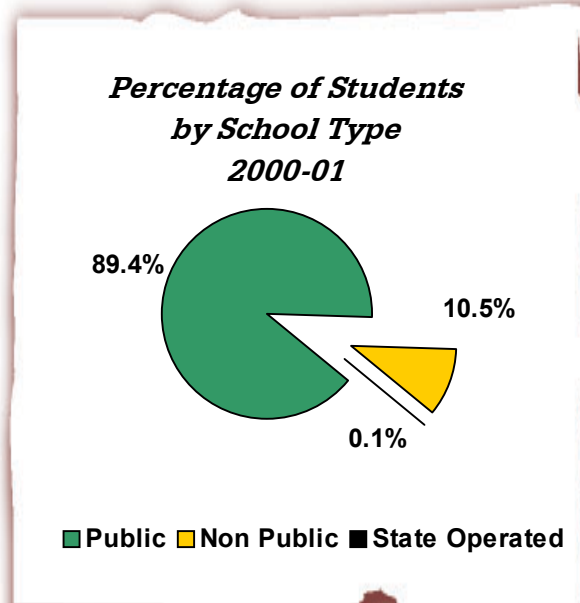
*... 212
non-English
native
languages
spoken in
classrooms
across
the state ...*

Racial Ethnic Composition of Indiana Public School Students

	1990-91	1997-98	1998-99	1999-2000	2000-01
Racial Ethnic Composition	% of Total	% of Total	% of Total	% of Total	% of Total
Indian	0.14%	0.19%	0.19%	0.20%	0.21%
African-American	11.04%	11.17%	11.24%	11.37%	11.50%
Asian	0.66%	0.83%	0.88%	0.91%	0.97%
Hispanic	1.85%	2.58%	2.79%	3.04%	3.46%
Multiracial	n/a	0.84%	1.01%	1.27%	1.52%
White	86.32%	84.40%	83.90%	83.22%	82.35%

Source: Indiana Department of Education, 2001

Students in need of special education services make up 16.3 percent of the student population in Indiana. School corporations received \$347,006,332 in state and federal monies to provide special education services. For further information please go to: < http://web.indstate.edu/soe/iseas/CODA_Stats/2CONTENTS.SR.htm >.



Language Minority Student Enrollment in Indiana

	1997-98	1998-99	1999-2000	2000-01
Language Minority Students	24,981	26,998	30,851	35,741
Fluent in English	15,867	16,382	17,772	18,547
Limited English	9,114	10,616	13,079	17,194
Percent Limited English	36.48%	39.32%	49.39%	48.11%
Number of Native Languages	191	208	212	212
School Corporations Reporting	277	289	294	294
Counties Reporting	90	90	91	92

Source: Indiana Department of Education, Division of Language Minority and Migrant Programs, 2001

PERFORMANCE INDICATORS

IC 20-1-21-9

Sec. 9. The report must include the following benchmarks or indicators of performance:

- (1) Graduation rate.
- (2) Attendance rate.
- (3) The following test scores, including the number and percentage of students meeting academic standards:
 - (A) ISTEP test scores.
 - (B) Scores for assessments under IC 20-10.1-16-15, if appropriate.
 - (C) For a freeway school, scores on a locally adopted assessment program, if appropriate.
- (4) Actual class size.
- (5) The number and percentage of students in the following groups or programs:
 - (A) At risk.
 - (B) Vocational education.
 - (C) Special education.
 - (D) Gifted or talented.
 - (E) Remediation and preventive remediation.
- (6) Advanced placement, including the following:
 - (A) For advanced placement tests, the number and percentage of students:
 - (i) scoring three (3), four (4), and five (5); and
 - (ii) participating.
 - (B) For the Scholastic Aptitude Test:
 - (i) test scores; and
 - (ii) the number and percentage of students participating.
- (7) Course completion, including the number and percentage of students completing the following programs:
 - (A) Academic honors diploma.
 - (B) Core 40 curriculum.
 - (C) Vocational programs.
- (8) The percentage of graduates who pursue higher education.
- (9) School safety, including the number and percentage of students receiving suspension or expulsion for the possession of alcohol, drugs, or weapons.
- (10) Financial information and various school cost factors relevant to performance.
- (11) Technology accessibility and use of technology in instruction.
- (12) Staff professional development, including the type and extent of opportunities available.
- (13) Student mobility rates.
- (14) Number and types of partnerships with the community, business, or higher education.
- (15) Teacher licensing, certification, and preparation, including the number of teachers with national board certification.
- (16) The percentage of grade 3 students reading at or above grade 3 level.
- (17) A comparison of ISTEP scores and the dropout rate.
- (18) Other indicators of performance as recommended by the education roundtable (IC 20-1-20.5-3).



SAFE AND CARING SCHOOLS

*... the number
one priority
of any school:
providing a
safe
and
caring
environment
for students
to learn.*

The year 2001 was an extraordinary year in many ways. Events have renewed the commitment to the number one priority of any school: providing a safe and caring environment for students to learn.

Indiana has been in the forefront of school safety since 1984 when the Marion County School Violence Prevention Committee was formed to address school violence prevention.

School Safety Plans/Specialist Academy

In 1995, realizing the critical need for a statewide school safety dialogue, Dr. Suellen Reed, Superintendent of Public Instruction, appointed members representing law enforcement and school officials to the Indiana School Safety Leadership Consortium. All members received national certification and training from the National School Safety Center.

In 1998, the State Board passed a rule requiring all school corporations, in consultation with public safety agencies, to develop a written emergency plan for natural as well as manmade disaster, the State Board was the first in the nation to require written emergency preparedness plans in all school buildings. There are currently over 600 school safety specialists enrolled in Basic and Advanced level school safety training with the Indiana School Safety Specialist Academy. For further information please go to: < <http://www.doe.state.in.us/issas/welcome.html> >.

Class Size

The ratio of students per teacher can be an indicator of the personal attention each student receives during an instructional day. Through Prime Time, Indiana was one of the first states in the nation to allocate funding specifically to reduce class sizes in Grades 1 through 3. During the 2000-01 school year, Indiana maintained a 1:21 average teacher per student ratio in Grades 1 through 6.

Students Suspended

Reason	1999-00				2000-01			
	In-School	Out-of-School	Total	% of Total	In-School	Out-of-School	Total	% of Total
Alcohol	67	616	683	0.23%	32	492	524	0.18%
Other Drugs	67	2,159	2,226	0.75%	942	942	1,884	0.66%
Tobacco	1,946	3,865	5,811	1.98%	1,639	3,400	5,039	1.76%
Weapons	97	1,014	1,111	0.37%	91	1,143	1,234	0.43%
Disruptive Behavior	77,068	69,089	146,157	49.73%	75,287	65,589	140,876	49.16%
Other	86,781	51,160	137,941	46.93%	80,991	56,041	137,032	47.81%
Totals	166,026	127,903	293,930		158,982	127,607	286,589	

Source: DOE-SU and DOE-EX report, Indiana Department of Education, 2001

Suspensions and Expulsions

Total expulsions for 2000-01 were 6,113 and total suspensions were 286,589.

Character Education

In 1999, the Indiana Department of Education was awarded a three-year Partnership Grant for Character Education from the United States Department of Education. The grant calls for the creation of a statewide clearinghouse in citizenship and character education to serve interested stakeholders. For further information please go to: < <http://eric.indiana.edu/chared/> >.

Alternative Education

Indiana has witnessed an increasing need for alternative schools. Recent research about the variety of ways in which people learn supports the thesis that *one size does not fit all*. Providing a variety of educational opportunities has become increasingly important as educators strive to meet the diverse needs of all children in Indiana. For further information please go to: < <http://www.doe.state.in.us/alted> >.

Project Peace

Project PEACE is a peer mediation-training program implemented by the Indiana Department of Education with support from the Indiana State Bar Association and the Indiana Attorney General's Office. This public-private partnership introduces dispute resolution techniques to elementary and middle school students throughout Indiana. For further information please go to: < <http://www.doe.state.in.us/sservices/peace/welcome.html> >.

*Stanley Hall
Enrichment
Center, located
in Evansville,
was recognized
by the National
Drop-Out
Prevention
Network for
providing
educational
opportunities
to at-risk
students.*

Students Expelled

Reason	1998-99		1999-00		2000-01	
	Number	% of Total Expulsions	Number	% of Total Expulsions	Number	% of Total Expulsions
Alcohol	194	2.15%	148	2.02%	122	2.00%
Drugs	1,361	15.1%	1,159	15.86%	1,216	19.89%
Deadly Weapons (other than firearms)	413	4.57%	276	3.78%	194	3.17%
Handguns	54	0.60%	28	0.38%	9	0.15%
Rifles or Shotguns	10	0.11%	3	0.04%	4	0.07%
Other Firearms	19	0.21%	130	1.78%	5	0.08%
Total Guns, all Types	83	0.92%	161	2.20%	18	.029%
Tobacco	115	1.27%	78	1.07%	61	1.00%
Disruptive Behavior	3,559	39.37%	2,519	34.46%	2,117	34.63%
Legal Settlement (IC 20-8.1-5.1.11)	11	0.12%	27	0.37%	51	0.83%
Other	3,304	36.55%	2,941	40.24%	2,334	38.18%
Total	9,040		7,309		6,113	

Source: DOE-SU and DOE-EX report, Indiana Department of Education, 2001

HIGH STANDARDS, ASSESSMENTS, AND ACCOUNTABILITY

Indiana Academic Standards

One of the recent priorities of the Indiana Department of Education has been to provide Indiana classrooms with world-class academic standards in each subject area. The State Board has adopted rigorous, clear, concise standards in Grades K-12 in each of the following subjects:

- ✓ **English/Language Arts**, ranked by the Fordham Foundation as the best in the nation and by Achieve, Inc., as among the best in the nation.
- ✓ **Mathematics**, ranked by the Fordham Foundation and by Achieve, Inc., as among the best in the nation.
- ✓ **Science**, Project 2061, in its final review, said, "We rate the *Indiana Academic Standards for Science* that are intended for all students to be among the best in the nation, clearly superior to the overstuffed standards of some states . . ." The Fordham Foundation judged Indiana's new standards to be worthy of an "A," and was "particularly impressed by the clarity and content of the seven main standards."
- ✓ **Social Studies**, received an "A" by the Fordham Foundation.

For more information concerning Indiana Academic Standards, including the ability to download, print, and order copies, visit < <http://www.doe.state.in.us/standards/welcome.html> >.

Public Law 221-1999 (P.L. 221)

P.L. 221 addresses the following major issues:

- ✓ Accreditation
- ✓ Annual Performance Report
- ✓ Accountability Focusing on Continuous School Improvement
- ✓ Professional Development

The Department of Education developed a detailed plan to comply with P.L. 221. The plan was adopted by Indiana's Education Roundtable and recommended to the State Board for discussion



*"We must now
stay on track
and move
forward in our
ultimate efforts
of improving
and increasing
accountability
in our schools."*

- Dr. Suellen Reed

*The State
Board
has adopted
rigorous,
clear,
concise
standards . . .*

and approval. It was devised, according to Dr. Reed, after a “great deal of study and public input at regional town meetings, hearings, and special State Board meetings.”

Highlights of the plan include:

- ✓ Mandatory annual assessment. ISTEP+ English and math tests continue in Grades 3, 6, 8, and 10, while in 2003, ISTEP+ will begin testing English and mathematics for all students in Grades 3-10. Grade 5 students will begin testing in science during the 2002 school year, while a social studies assessment will begin for Grade 5 students in 2003. Grade 7 students will begin testing science in 2004 and social studies in 2005.
- ✓ Schools will be placed in categories based on performance and improvement.
- ✓ Schools will qualify for financial incentives if all schools within a corporation participated in a comprehensive assessment system that, in addition to the mandatory assessment tests, would include early assessments in Grades K-2 and Core 40 end-of-course tests. (The Indiana General Assembly must appropriate the necessary funds for this during the 2003 session.)

The new accountability plan will be implemented according to the following timeline:

- ✓ 2000 - Indiana State Board of Education adopted new academic standards in English/language arts and mathematics
- ✓ 2001 - Indiana State Board of Education adds science and social studies as part of ISTEP+
- ✓ 2002 - State begins testing aligned to the new standards in Grades 3, 6, 8, and science in Grade 5
- ✓ 2003 - Annual assessments for Grades 3-10 (dependent upon state and federal funding), social studies added to Grade 5
- ✓ 2004 - Graduation Qualifying Exam (GQE) aligned to new standards in Grade 10, science added to Grade 7
- ✓ 2005 - Schools placed in categories based on improvement and performance, social studies added to Grade 7



*The plan
places
strong
emphasis on
improvement . . .*

*ASAP
is a new
Web site
that allows
the evaluation
of school
and
school
corporation
data
in a
variety of
ways.*

The plan places strong emphasis on improvement as the main criteria for establishing a school's category placement, while using performance data as the primary indicator. After almost two years of study, discussion, and public input, the State Board in October 2001 adopted a plan that will place schools in five improvement categories. The categories are:

- ✓ Exemplary Progress
- ✓ Commendable Progress
- ✓ Academic Progress
- ✓ Academic Watch/Priority
- ✓ Academic Probation/High Priority

For more information regarding P.L. 221 please go to: < <http://www.doe.state.in.us/pl221/welcome.html> >.

Accountability System for Academic Programs (ASAP)

ASAP is a new Web site that allows the evaluation of school and school corporation data in a variety of ways. For further information please go to: < <http://doe.state.in.us/asap/welcome.html> >.

Charter Schools

P. L. 100-2001 gave charter school granting authority to local school corporations, the Mayor of Indianapolis, and state universities. To date, 13 operators have been granted charters, and 11 charter schools are scheduled to open in fall 2002.



HIGH PERFORMING SYSTEM PREPARING HIGH PERFORMING, RESPONSIBLE, AND RESPONSIVE CITIZENS

Percent of Students Who Pursue Higher Education

Preparing students for successful futures beyond high school is a primary objective of any school. In 2000-01, 67.2 percent of Indiana high school seniors indicated that they were pursuing higher education upon graduation.

Vocational-Technical Education Summary

One exciting development in vocational-technical education is the formation of the Information Technology (IT) Academy. The Indiana IT Academy is designed to provide state-of-the-art training in IT and to ensure that students educated in Indiana's schools, colleges, and universities stay on the leading edge of a rapidly moving wave of information technology. Students who enroll in the academy can choose to participate in one of four concentration areas.

- ✓ Information Support and Services
- ✓ Network Systems
- ✓ Programming and Software Development
- ✓ Interactive Media

For more information regarding the IT Academy please go to: < <http://doe.state.in.us/octe/bme/welcome.html> >.

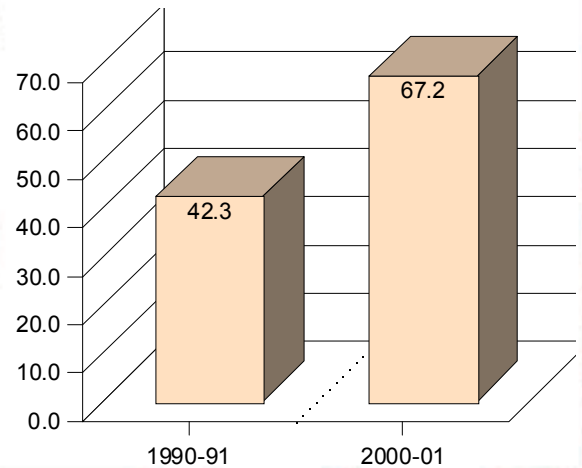
Technology Accessibility

The Department conducted a technology survey asking schools to report technology information regarding their school. The results of this survey can be found at: < <http://ideanet.doe.state.in.us/technology/summary/> >.

Professional Development

During the 1999 and 2001 budget sessions, the Department asked for the addition of five "educator" days for professional development. The request was not enacted, but the General Assembly appropriated \$16.25 million for professional development grants for the 2002-03 school year.

**Percent of 12th Grade Students
Pursuing Higher Education**



HIGH STUDENT ACHIEVEMENT

Graduation Rate

The graduation rate for 2000-01 was 90 percent, a 0.5 percent increase from 1999-00. A total of 56,153 diplomas were earned.

Public School Graduates and Diploma Type

Diploma Type	1999-00	2000-01
Regular Diploma	25,980	24,173
Passed GQE	23,174 *	21,638 *
Appeal Process	2,696 *	2,348 *
CORE 40 Waiver	110 *	187 *
Academic Honors Diploma	13,410	14,341
Core 40	16,315	17,639
Totals	57,863	56,153

* Regular Diploma reported as Passed GQE, Appeal Process, or CORE 40 Waiver.
Source: Indiana Department of Education, 2001

"There is more work to be done, but the good news is that our long term vision is getting results as we intended."

—Dr. Suellen Reed

The GED was awarded to 6,604 students in 2001.

Attendance Rate

Indiana's daily attendance rate reached an all-time high at 95.8 percent in 2000-01. The attendance rate has been above 95 percent for the past ten years.

Remediation and Preventive Remediation

Once a student's weaknesses have been identified through ISTEP+, it is imperative to provide additional instructional opportunities for the student. During the 2000-01 school year, \$25,149,730 was spent specifically to provide additional instructional opportunities to students.

Fall 2001 ISTEP+ Test Results

Fifty-eight percent of the Class of 2004 passed both parts of the GQE, 1 percentage point short of the Class of 2003. Sixty-eight percent passed English, a decrease of 1 percentage point from the Class of 2003, and 65 percent passed mathematics, a decrease of 2 percentage points from the Class of 2003.

The Grade 10 student population is the most stable population among all grades tested because of the GQE requirement. Most students with special education needs and Limited English Proficiency have been included in testing at Grade 10 since 1997.

Passing both parts of the test were 57 percent of Grade 3 students, up 1 percentage point from 2000. Grade 6 students equaled the 2000 totals with 46 percent passing both parts of the test, while Grade 8 students increased their scores by 2 percentage points. Grade 3 English scores increased by 3 percentage points to 66 percent passing while math scores remained stable at 70 percent passing. At Grade 6, the English passing rate remained the same at 52 percent, but math scores dropped by 1 percentage point to 61 percent. At Grade 8, English scores remained the same at 68 percent, and math scores increased by 2 percentage points to 66 percent passing.

ISTEP+: Percent of Students Performing Above the Indiana Academic Standards

Year	Mathematics				English/Language Arts			
	Grade 3	Grade 6	Grade 8	Grade 10	Grade 3	Grade 6	Grade 8	Grade 10
Fall 1996	62%	62%	62%	63%	67%	62%	72%	66%
Fall 1997	70%	59%	65%	58%	68%	61%	73%	70%
Fall 1998	70%	59%	63%	59%	68%	59%	70%	72%
Fall 1999	73%	61%	63%	63%	68%	56%	68%	70%
Fall 2000	70%	62%	64%	67%	63%	52%	68%	69%
Fall 2001	70%	61%	66%	65%	66%	52%	68%	68%

Advanced Placement (AP) Tests

An Advanced Placement test gives students the chance to try college-level work while still in high school, and to gain valuable skills and study habits for college. If a "qualifying" grade is attained on the AP exam, there are thousands of colleges worldwide that will give students credit or advanced placement for their efforts.

In 2000-01, 53 percent of participating students scored a "3" or higher with "5" being the highest. Eight percent of Grade 11 and 12 students took the AP tests during 2000-01.

Core 40

Indiana Core 40 is the high school curriculum that all high school students are expected to begin during their freshmen year. Core 40 consists of a set of prescribed academic coursework. Whether graduates go directly into the workforce or pursue postsecondary education, students who complete Core 40 have given themselves options. Not only have they met the course requirements for regular admission at Indiana's public four-year universities, but they also have obtained the skills and knowledge, and demonstrated the self-discipline, that Indiana employers expect from entry-level workers.

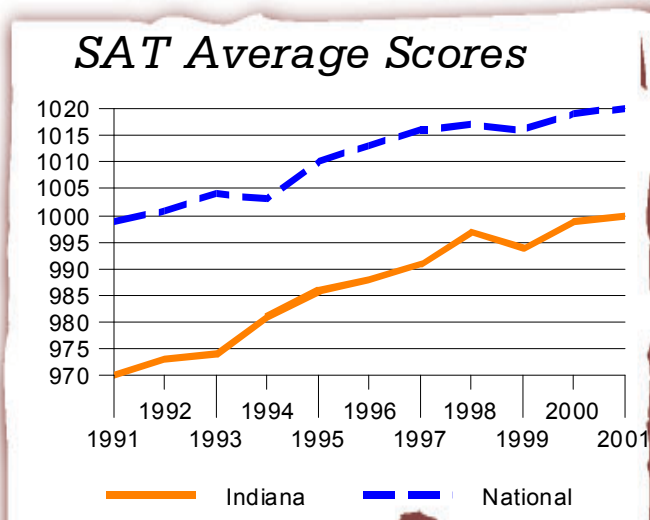
During the 2000-01 school year, 17,639 students earned a Core 40 diploma, representing a 26 percent increase from 1998-99 when 13,956 graduates earned the first Core 40 diplomas.

Academic Honors Diploma

Earning the Academic Honors Diploma is a significant achievement. It is a strong indicator of how successful a student will be in postsecondary education. During the 2000-01 school year, 14,341 students received this special diploma. Ten years ago, in 1990-91, 4,636 students graduated with the Academic Honors Diploma, a difference of 9,705 or an increase of 209 percent.

SAT

The SAT is an aptitude test. Like all aptitude tests, it must choose a medium in which to measure intellectual ability. The SAT measures math and English skills.



Indiana's average SAT scores have risen 30 points since 1991. In 2001, Indiana had 60 percent of its college-bound students participate in the SAT, scoring an average of 1000. These numbers compare to the national average of 1020. The nation has a significantly lower average participation rate of 42 percent.

This year, the College Board provided information in a way that allows states to look at their scores and participation rates and compare themselves to similar states. Indiana's 30-point gain over the ten years from 1991 to 2001 ties with Georgia as 4th

among the 23 states and the District of Columbia where participation rates are above 50 percent.

ACT

The ACT Assessment tests high school seniors' knowledge of academic subject areas. For the 11th year in a row, Indiana seniors' scores topped the national average on ACT testing. Indiana students' average was 21.4 and the nation's average was 21.0.

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP), also known as "the Nation's Report Card," is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas. Since 1969, assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. Results were released in 2001 from the most recent NAEP administration in 1999.

Mathematics:

Indiana fourth grade students received the second highest scores in the country and our eighth grade student scores were fourth highest in the NAEP national math examination.

Grade 4 students had the second highest average scale score in the nation, 234, tying Connecticut. Only Minnesota and Massachusetts had a higher score, 235.

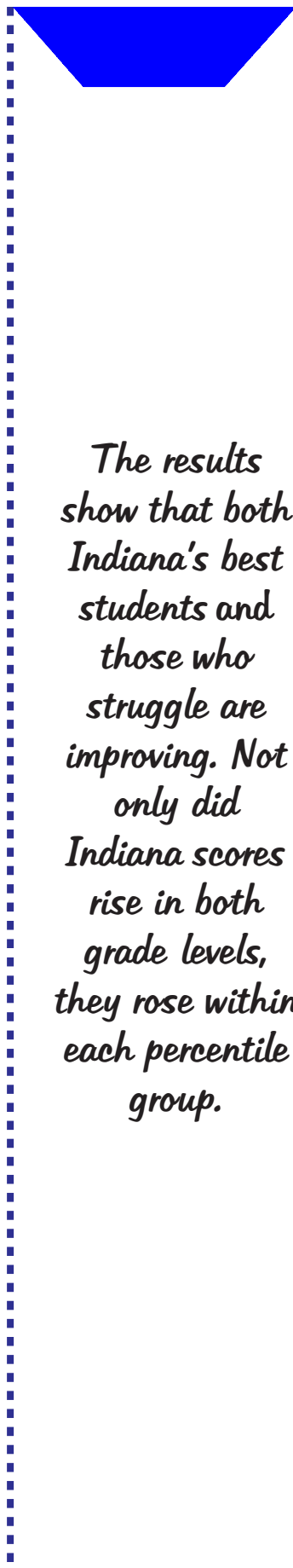
Indiana's fourth grade scores have risen 13 points since 1992, the first year Indiana participated in the test. National scores have risen seven points in the same period.

In Grade 8, Indiana students had the fourth highest score in the nation, 283, tying Massachusetts, North Dakota, Ohio and Vermont. Outranking Indiana were Minnesota at 288, Montana at 287, and Kansas and Maine at 284.


Indiana's Grade 8 scores have risen 16 points since 1990, when Hoosier eighth graders first participated, compared to the nation's gain of 12 points. This year's eighth graders participated in NAEP as fourth graders in 1996, and their performance shows improvement.

Science:

Indiana's Grade 4 students scored a 155, seven points above the national average on the NAEP science test. Indiana's Grade 8



The results show that both Indiana's best students and those who struggle are improving. Not only did Indiana scores rise in both grade levels, they rose within each percentile group.



*Out of the 13
states that
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students also scored seven points higher than the national average with a 156, an increase of three points over 1996 scores.

Indiana's Grade 4 students tied with Utah for 12th place out of 39 states. Grade 8 students tied with Michigan and Missouri for 11th place out of 38 states.

For further information, visit NAEP's Web site < <http://nces.ed.gov/nationsreportcard/> >.

Third International Mathematics and Science Study (TIMSS)

The Third International Mathematics and Science Study (TIMSS) and Third International Mathematics and Science Study-Repeat (TIMSS-R) are the result of the need in the American education community for reliable and timely data on the mathematics and science achievement of our students compared to that of students in other countries.

Indiana eighth grade students who participated in the Third International Mathematics and Science Study 1999 (TIMSS) scored significantly higher than the international average and the United States average for math and science.

Thirty-eight countries, including the U.S., chose to compare the mathematics and science performance and learning context of their eighth grade students.

Sixty-nine percent of Indiana students scored above the international median in math and 72 percent scored above the international median in science.

Out of the 13 states that participated in the study, Indiana ranked third in both math and science.

For further information, visit TIMSS' Web site, < <http://nces.ed.gov/timss/> >.

EFFECTIVE USE OF RESOURCES

Financial Information

The Indiana General Assembly appropriates a line item budget that gives the Department of Education the authority to spend funds as a part of the budget process. Funds are appropriated from state dedicated sources and the state's General Fund. The Department also receives funds from federal sources. The focus of appropriations made to the Department is on distributions and grants to Indiana's schools and this represents almost 98 percent of the total funds. Less than one half of one percent is for Department of Education salaries and fringe benefits. And, less than 1.5 percent is for contractual services. The balance of Department funds is for supplies and materials, equipment, rent, and in- and out-of-state travel.

From All Funding Sources

- ✓ Grants and Distributions - 98 percent
- ✓ Salaries and Fringes for Department staff - 0.45 percent
- ✓ Contractual Obligations - 1.46 percent
- ✓ Supplies/Materials/Equipment/Travel - 0.09 percent

Funding by Source of Funds

The Department of Education receives funds from three primary sources. Total funds approximate \$4.3 billion and 89.61 percent is from the state's General Fund; a little over one half of one percent is from dedicated funds; and, 9.75 percent is from federal funds.

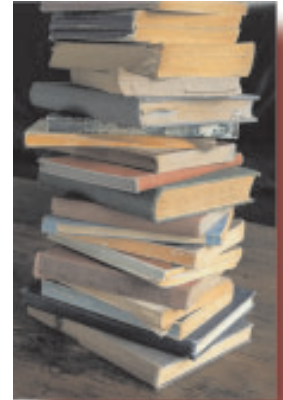
Percent of Department Personnel Funding Source

- ✓ General Fund - 49 percent
- ✓ Dedicated Funds - 3 percent
- ✓ Federal Funds - 48 percent

Local School General Fund Expenditures

For the 2000-01 school year, school corporations reported spending \$5.388 million for all general fund purposes. This represents an average expenditure of \$5,599 per student. Indiana law provides that school corporations can pay for items such as food service, adult education, and debt service from the school corporation's general fund. When these items are removed from total expenditures, the average expenditure per pupil is \$5,468 and the range of expenditures is from \$3,896 for M.S.D. of Wayne Township, Marion County, to \$8,843 for Dewey Township in LaPorte County.

For further information please go to: < <http://www.doe.state.in.us/publications/financedigest.html> >.



During 2001, the Department of Education averaged 268 full-time employees. Sixty-eight percent have degrees from postsecondary institutions. These 268 employees provided information, workshops, and service to 294 public school corporations, over 2,000 public and nonpublic schools, innumerable operators of home schools, almost 70,000 certified educators, and more than 1 million students in hundreds of programs ranging from pre-Kindergarten special education services to instruction for adults seeking basic education or secondary credit services.

The Department of Education's business hours are 8 a.m. to 4:30 p.m., Monday through Friday. The offices are closed on state holidays. For more detailed information about your Indiana Department of Education and its staff members, go to our Web site at: < www.doe.state.in.us >.

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